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ABSTRACT

The Oakland (California) Explorers is a program to help children learn about the city. The project is part of a long-term effort by the Junior Center for Art and Science to make Oakland a better place for children to be raised. Project goals are to create the following: (1) a living museum of Oakland that will include children and adolescents in creating and running the program; (2) a network of city learning centers; (3) an access system for children to learn about and use the city; and (4) a network of institutions, business, industry, and individuals who want to make the city more responsive to children's needs. The first project involved a series of six 1-week workshops about the city in the summer of 1988, which focused on empowering children to use the city and included such resources as public transportation. In this workbook, plans are given for each of the six workshops, with the following themes: (1) an exploration of the history and people of the city; (2) activities focused on transportation, manufacturing, and municipal services; (3) projects on making cities places for kids; (4) activities in arts and the media; (5) explorations of water, animals, geology, and plants in the city; and (6) activities on the planning and design of cities. An appendix outlines a food discovery workshop for Oakland's Chinatown. (SLD)

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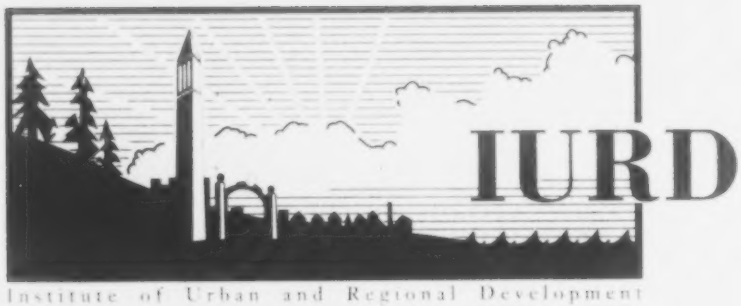

Institute of Urban and Regional Development

The Junior Center of Art and Science

THE OAKLAND EXPLORERS

WORKSHOP WORKBOOK

Michael Southworth
&
Susan Southworth

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THE OAKLAND EXPLORERS

WORKSHOP WORKBOOK

Michael Southworth, Project Director
Susan Southworth, Project Coordinator
Carolyn Francis, Workshop Development

Nancy Walton, Project Administrator and Director,
Junior Center of Art and Science

This project has been supported in part by a grant from the National Endowment for the Arts and by contributions from the City of Oakland Redevelopment Agency, the Clorox Foundation, the Skaggs Foundation, and the University-Oakland Metropolitan Forum.

Who Are The Oakland Explorers?

The Oakland Explorers are kids, sponsored by the Junior Center for Art and Science, who are learning about the city--what's here, how to use things like public transportation, how cities are made; and much, much more.

The project is part of a long term effort of the Junior Center of Art and Science to make Oakland a better place for kids to grow up in. Long range project goals are to: (1) Create a living museum of Oakland--its places and people--which will involve children and teenagers in making and running the program; (2) Create a network of city learning centers; (3) Create an access system for kids to learn about and use the city; and (4) Develop a network of institutions, business, industry, and individuals who wish to help make the city more responsive to kids' needs.

The Workshops

The first project with the Explorers is a series of 6 one week workshops in the summer of 1988. It is hoped that the Oakland Explorers will continue to serve as a focus and catalyst for projects addressing issues of kids in the city, and that the workshops will be adapted for use by the public school system and other educational organizations. The general goals of the workshops are to help children learn about and enjoy their city and to learn about their needs and interests in the city and ways that Oakland might be made more responsive to the needs of children. The workshops are meant to be fun and educational with an emphasis on doing things. Each workshop consists of projects,

demonstrations, visits with resource people, and field trips. Each week will focus on a different theme of city exploration:

1. **Signs of the Times--A Treasure Hunt in History**: an exploration of Oakland's history and people.
2. **Let's Go Behind the Scenes**: activities focussed on transportation, manufacturing, and municipal services.
3. **Building A City--A Kids' Place**: projects on making city places for kids.
4. **Dreams Come True**: activities in the arts and media.
5. **Urban Wilderness**: explorations of water, animals, geology, and plants in the city.
6. **Building A City II**: activities on planning and design of cities.

Six basic issues are addressed in each of the workshops. These have been conceptualized as a series of "overlays" that keep the workshops in line with each other and with our overall goals.

1. *The kids should be learning about the city.* They may look at a lot of diverse things, but their relationship to the city should be expressed. Places of interest to kids should be found in each neighborhood.

2. *We should learn about the kids' needs and interests in the city.* This implies opportunities for feedback and kid-directed projects.

3. *Communication of what's learned to a wider audience.* One of the ongoing goals of the workshops is to collect thoughts, images, artifacts, etc. to pass on their

experience in the future Kids' Guide and Exhibit. The workshops will also develop a network of communications among kids and city resources.

4. *Different ways of learning*. In the workshops, projects should reflect the different ways that humans learn, so that kids are able to deal with information and express themselves in a way that is comfortable to them. This is a good way to get superior results and enhanced self-esteem from kids who don't excel at the "read and write" model of learning. It also broadens one's awareness of other ways of doing and seeing things. Hence, there should be projects that involve different skill areas--imagination and invention, verbal description, motor skills and dexterity, and artistic expression.

5. *Basic skills of observation and orientation*. The kids, by participating in the workshops, should be developing their abilities to observe the environment around them, and to use that information to determine where they are, how to get somewhere, etc.

6. *Using public transit*. Built into each workshop will be opportunities to develop skill and confidence in the use of BART and AC transit. Since being able to use public transit empowers people (not just kids!) in their use of the city, Oakland Explorers will learn "the ropes" of getting around. There will be opportunities to consult maps and schedules, plan routes, and take trips during each workshop.

Products

1. **Oakland Explorers Guide.** Much of the content of this guide will come from the summer workshops. The Guide will be illustrated for (and partly by) 9-14

year olds, and geared to appeal to that audience. It will identify and locate places that kids are interested in, and provide information on activities and access. It may develop as a small book or a folded map.

2. **How Kids See Oakland.** Much of the information gathered and projects carried out in the workshops will be used for an exhibit to communicate to the larger community children's needs and interests in Oakland.

3. **A Video**. The kids could put together a video on some aspect of their exploration/investigation. This could be shown as part of the exhibit, or used independently. It could be shown on public access television.

4. **A workshop workbook.** This provides a curriculum for the workshops, a collection of tools and projects, and room for comments, adjustments, and additions for use by other educational organizations and teachers.

Basic Weekly Format

Monday. Each workshop will run for one week, 9 a.m. to 4 p.m. daily. Since it is expected that the majority of kids will not be attending the whole series, we hope to develop some of the basic skills and ideas relevant to kids in the city at the outset of each workshop. To this end, we have created an introductory module which, with some variation, will introduce each workshop. This module is expected to fill Monday morning of each week. It is followed in the afternoon by a trip or project that ties directly into the theme of the workshop, and provides opportunities for use of the skills developed in the morning.

Tuesday-Thursday: *Projects and trips.* Small groups approach things from different viewpoints, such as studying a place in a Looking Team, Hearing Team, or Smelling Team. Learn from seeing how different people approach the same problem. All of the groups might do the same exercise and then present their findings to each other. In response to the different ways of learning there could be a choice of an artistic project, a physical movement project, or a writing project at several points during each workshop. An important part of the small group format should be allowing the groups to learn from each other with feedback between groups. These groups might work best if they were determined randomly each day, to encourage kids to get to know the whole group and not to form tight cliques. There should also be ample opportunity for the kids to express their opinions, by voting or other procedures. The idea of communicating information should be introduced early, so that each day the group can make a point of collecting thoughts, images, artifacts, etc. so they can pass on their experiences to other kids via the exhibit or guide.

Friday: This would ideally have some quality of closure, a culmination of the week's experience. It should also be a Big Finish, a celebration of the week and the group. If the kids could be involved in planning and putting on some sort of celebration or performance related to the week's theme it would allow them to pull together the information they have absorbed, collaborate on the presentation, and have the festive atmosphere of a party. It could also be good material for a video to be incorporated into the exhibit "How Kids See Oakland". This day should also include feedback from the kids on the workshop--What did they like or not like? What worked best? What else would be good?

Basic Daily Format

Each day should provide a balance between planned and kid-directed and developed activities, and should allow frequent periods of feedback--answering questions (hopefully many that they have formulated themselves), taking polls, making charts, interviewing each other, etc. There should be a basic structure to the days or half-days when the group will take a field trip. For the experience to be worthwhile, there needs to be some discussion before the trip about what to look for, and possibly some information about the destination or the topic of the trip. As Linda Williams points out in *Teaching for the Two-Sided Mind*, "Without proper preparation and guidance in how to approach the experience most students will be overwhelmed and unable to focus their attention." (p.172) This doesn't have to be boring--the kids can help formulate the questions they want to answer, it can be set up as a treasure hunt (find an example of "x", find something that is done by a machine, etc.) or small teams can be given a question to answer or issue to address which they will share with each other later.

INTRODUCTORY MODULE

The focus of the introductory module is on getting to know each other, establishing group identity, and developing some basic skills of observation and orientation, and to begin thinking about what exploring is, and what explorers might do.

This module will include making T-shirts for the group, which should have the Oakland Explorers logo and then be decorated by the kids, probably to relate to the weekly theme.

Structure. This module will be inserted into each workshop, on Monday morning. The only exception is the Kid City workshop, which will not meet on Monday due to the 4th of July holiday, where the introductory module will run on Tuesday morning, July 5. These times are a guideline, which can be flexible to accommodate extra interest in any particular part of the morning.

9:00 a.m. After kids arrive, some time should be spent in getting acquainted. Try to use some quick exercises or games to break the ice.

Some possibilities

* Each child makes a name tag for himself. All tags are put in a box and each child draws a tag without looking. Then each child puts the tag on the child he thinks it belongs to. The game continues until each child has his own name tag.

* The teacher explains what a charade is and does one to introduce herself. Each child then thinks of a charade based on her first name and the other children have 2-3 minutes to guess it.

9:15 a.m. First observation exercise. See plug-in modules.

9:30 a.m. Discussion of exercise, what was learned, etc.

9:45 a.m. What are Explorers? See plug-in. Give OAKLAND EXPLORERS Survey.

10:00 a.m. Outside observe/explore exercise.

11:00 a.m. Making T-shirts

12:00 noon LUNCH

PLUG-IN PROJECTS

There will be a variety of projects and exercises that are designed to "plug in" to the daily schedule. Some of these will be useful in many of the workshops, and some of them may be quite specific to one theme. By providing several of these, it will be possible to pick and choose to satisfy: (1) the desire for a particular type of project (outside, messy, etc.), (2) the need to provide a variety of learning modes, and (3) the anticipated need to adjust the daily schedule in terms of speeding up or slowing down--if spare time develops, another project could be chosen, or if time is short a quicker or simpler choice could be made. Since the teachers of the workshops will hopefully have experience and ideas about the theme, it is hoped that they will contribute greatly to these "plug-ins". Conceivably, they could be expanded over time to create a considerable library of activities.

WHAT ARE EXPLORERS?

The idea of being an explorer seems important, and worth spending some time on with the kids. Different types of explorers could be discussed--pioneers, discovering new lands; space explorers, going into the totally unknown; scientific explorers, trying to understand things in a new way. Why do humans explore? When in our regular lives do we explore? Are there important things to do or think about when we're exploring?

Exercise: Come up with a list of different types of explorers. Now have the kids break into teams of 2 or 3, and have each team be one of the types of explorers. Each team should look at an environment--the room, the buildings, the park--from the point of view of the type of explorer they are being. What things would they notice as this type of explorer? What would be important? What could some of the things they see mean? (this can get as far fetched as the kids want to go--have them stretch their imaginations. If they're being pioneers, cars may seem like magic wagons; if they're space explorers on a new planet, the plants may be the inhabitants of the place, and they would need to figure out how to communicate with them, etc.) What do explorers use? Tools--compass, maps, written accounts, guides; also, clues in the environmen (like detectives) and traces of activity or people and animals--"streams flow to the ocean", where the sun rises and sets, etc. What clues can kids use in the city environment when they're exploring? What tools can they use?

Exercise: Bring some tools for the kids to check out. How many know how to use a compass? Give a simple orientation exercise to learn how to do that. Look at maps and talk about how they work.

QUICK OBSERVATION EXERCISES

To start getting the group "tuned in" to what is around them, and to what is going on, a first very quick and fun exercise is planned. It could take many forms, but here are a few suggestions.

Teacher in a bag. The workshop leader takes out a large bag or sheet or something that is large enough to cover him/herself up with. As the teacher proceeds to disappear, she/he should instruct the students to draw a picture of her/him, showing what clothes are worn, eye and hair color, etc. The materials to do this need to be already set out. The kids should work independently from memory, and it should get pretty funny as they realize they haven't noticed many things and have to make them up.

Dramatic event. This is drawn from an exercise used in criminology and psychology classes, where students learn that people who have been present for the same event will not all agree about what happened. Pre-plan some dramatic occurrence (a pretended purse-snatch, a dramatic argument, an excited report of an unlikely occurrence or some such thing). The "dramatic event" might be planned and performed by 2 or 3 of the kids or by the drama class. Have the person(s) who will do this come into the room unexpectedly and act out whatever the event is, and then leave. Then tell the group that what just happened was done so that they can see how well they noticed things. Then, each person can either write down answers to questions about what the people looked like and what they did, or there can be a group

discussion about what took place. Notice the discrepancies between the individual perceptions.

Draw your neighbor. Pair up the kids, and then tell them to sit back-to-back. Then have them each draw their partner, as in the teacher in a bag. If there are any desperate non-drawers in the group they could augment their efforts with a written description. If the kids can't seem to get going on it, maybe they could ask their partner some indirect questions, like "are you wearing anything blue today?" to jog their memories.

SENSORY EXPERIENCE--LISTEN, TOUCH, SMELL

Vision is our predominant sense--we rely on our ability to see things as our main way to understand the world. Sometimes we're so busy looking that we forget the other ways of sensing the environment.

Exercise: Close your eyes (maybe use blindfolds if the kids are going to lose concentration or have a hard time not peeking). What can you hear? Which sounds are nice to listen to? Which sounds bother you? If you think of the sounds as clues, what can you figure out? (e.g. lots of traffic nearby, sounds of water indicating a creek or fountain or other water feature). A tape recording of different city sounds could be used.

Now, with your eyes still closed and your ears plugged, focus on smelling. Mosswood Park could be used as an olfactory study area, with kids identifying the scent of different zones. Samples of scented materials could be collected in fruit jars for identification in the workshop, e.g. damp leaves, cigarette butts, soil,

flower petals. What can you smell that's good? Anything you don't like? Based on what you smell, can you figure anything out about this place?

The section on touch needs to be done in pairs, with one person guiding the other and choosing interesting tactile surfaces. The first two parts of this exercise, above, could also be done in pairs, so a partner could help the experiencer to move safely from one spot to another without visually disrupting the experience. At first, everyone should just stand still, with their eyes closed, and pay attention to their skin.

What can you feel, just standing there? Remember that the nerve endings in every part of your skin are sending information to your brain--most of the time we don't pay a lot of attention to what our skin is telling us because everything is fine. But if you touch a hot pan, or slam your finger in a drawer, those messages get a lot louder. Listen now to what your skin is telling you.

Have people report. They may feel the sun shining on them, the breeze, a scratchy sweater, a rock in one shoe, the unevenness of the ground. After the feedback runs down, break into pairs. The assisting partner should guide the experiencer to objects with different types of surface. The experiencer should touch, tap, rub the object to experience it as much as possible by touch. Perhaps some things can be touched with different parts of the body--hands, cheek or forehead; perhaps with some surfaces sit or lean on them. As they feel these things, the partner should ask: How does this feel? hard, soft, smooth, prickly, cold, fuzzy...? Try to describe how it feels more than to guess what it is, although you can guess, too. Is the feeling pleasant? Is it uncomfortable?

TAKE A LOOK

When we look at things, we usually just check them off mentally--"a tree, ok; a car, uh-huh; some kids, right". We're matching up what we see with what we know about. When we see something we don't know about, or something that doesn't match, we pay more attention. We all like to watch workers do things we don't know about at construction sites, and we take notice if we see someone in a gorilla suit riding a bicycle. One way to pay more attention to what we see is by looking at the world in different ways. Here are a few ways:

1. What shapes can I see? There is a surprising variety of squares, rectangles, circles, triangles and such in the world around us. Perhaps the kids could try to find three examples of each of several different shapes, then compare and see how many examples were found all together.

2. Look at the environment as if everything was alive. Do cars try to eat people, but find them too stringy and spit them back out? Are buildings like big trees growing slowly, so that low ones will someday be skyscrapers?

3. Imagine you are something other than a person--say an ant or a bird. Whatthings are important to you now? What do the things you see around you mean? A flight of steps could be a month long expedition, or a tv antenna could be a nice place to sit down for a while. What do you need to know about what's around you, or need to find in the environment?

TIME CAPSULE

For a very "hands on" experience of the passing of time, have the group create a time capsule in a shoebox or mayonnaise jar, which they bury or otherwise put out of reach on the first day, and retrieve on the last day of the workshop. Some things which could be included:

Predictions--Who will win an upcoming sporting event? What will the weather be like for the week? What will be the group's favorite field trip?

Guesses--There could also be a question about one of the activities for each day of the workshop. For example, hold up a strange object (a photo, tool, rubbing, etc.) and ask kids to write down their guess about what it is and put it into the capsule. Several days later they will find out. This is a way of introducing the weeks' activities to the kids in a fun way.

OAKLAND EXPLORERS T-SHIRTS

Each workshop group will make themselves T-shirts on the first day. The Oakland Explorers logo will be on each shirt and the kids to add decoration to the shirts to reflect the week's theme. Perhaps the shirts should have the individual workshop titles on them as well. There are dye crayons, dye markers, and small applicators of glue-like squeeze-on dye available, that are all easy to use. It's also possible to color xerox artwork onto transfer paper and then apply the transfer with either a press or an iron.

THE WORKSHOPS

1. SIGNS OF THE TIMES--A TREASURE HUNT IN HISTORY

This workshop will take a good look at Oakland and its people. Just exactly who is Oakland and what is it's story? We will find out how Oakland began, and what it was like. We will look for things which were part of the Oakland of long ago, but are still here, and we will see examples of what has disappeared. How and where did people live in Oakland in different eras? There will be visits to places which show us what Oakland used to be, and to places which are being fixed up to bring back some of the old ways. Two special concerns of this week will be to explore the ethnic diversity of the City and to visit and understand the Port of Oakland. What is this fascinating place all about, and how did it come to be the way it is?

SIGNS OF THE TIMES TREASURE HUNT

When the group goes on a treasure hunt to find "signs of the times"--indications of history or time having passed--some of the things they might look for are:

1. **Dates**: carved in buildings, on sidewalks, in advertising, ("in this location since 1954", etc.)

2. **Accretion**: things that have built up over time (layers of paint, weeds grown up on a vacant lot, verdigris on copper, etc.)

3. **Wearing away**: short cuts across vegetation, paint wearing off of surfaces, marble steps worn down into dips, etc.

4. **Old things determined by style**: it should be pointed out that this can be tricky since some new things are made to appear old in these days of post-modernism (lamp posts, building materials like glass block and tile patterns on facades). Talk about style and show different eras, e.g. Victorian, Greek Revival, Art Nouveau, Art Deco, International Style, and Post-Modern.

5. **Cyclical time:** street clocks, celebrations, position of the sun and stars, signs of the seasons.

OLD PHOTO ORIENTATION

Using a selection of old photographs of a given location (Mosswood would be a good choice), try some of the following activities:

* Try to stand in the same place that the photo was taken from. What do you need to look for or figure out to be able to do this?

* What's changed? Why do you think these changes might have happened? Try to think of at least three possible reasons for each change.

* Who do you think used this place, and what for? Are there any clues in the photos? Do you think the way this place is used has changed? Or have the people who use it changed?

ETHNIC BACKGROUND SURVEY

In preparation for the day focusing on ethnic Oakland, send home a simple survey with the kids to collect information on their family histories. Talk with the group about using surveys to find things out, how to decide what you want to know, and formulate questions to bring out that information. The group may want to decide on some questions they particularly want to answer.

Some ideas for the survey:

* Were you born in Oakland? Or somewhere else in the Bay Area? Or somewhere altogether different?
* Do you know where your parents were born?
* Do you know where any of your grandparents were born?
* Sometimes people move to have a better chance to get a job, to be near family members, or to be somewhere they think will be better for their children. If at some point, someone in your family moved to Oakland from another place, do you know any of the reasons why?
* Songs, holidays, foods, special clothing etc. are all things that people bring with them when they move to a new place, and that we can share with each other. If your family moved to Oakland from somewhere else, do you do things, or have things, that come from that place? Draw a picture of them or tell about them.
* Does anyone in your family have a story to tell about a place that your family is from, or about Oakland a long time ago?

PERFORMANCES

Since several of the workshops will finish up with performances/celebrations, it might be a good idea to create a simple stage set with pvc pipe and sheets--one set to drop in front and one for background scenery. Part of preparing for a performance could be creating a set for skits, songs, etc. This would allow for a visual/artistic outlet in addition to creating pictures etc.

DIFFERENT WAYS TO COMMUNICATE

When the group is deciding how to convey what they've found out to a larger audience, or when small groups are sharing information with each other, try to use a variety of methods of communication.

* Draw/paint
* Role play
* Songs or Poems
* Act or Dance
* Interview (outsiders or each other)
* Invent a game

Remember that both informational and experiential communication are valuable and help to communicate something completely.

SCHEDULE OF ACTIVITIES

Monday

Morning: **Introductory Module.** Include preparation and burial of time capsule; use old photos of Mosswood for orientation exercise.

Afternoon: Trip to Ardenwod Farm to see how things have changed over time in this area and to be reminded of the importance and prevalence of farming until quite recently. Get some old pictures of Oakland that show a few landmarks and the quite rural land surounding it. Before going on the trip, spend some time preparing for what will be seen and learned. Determine what questions the group wants to try to answer, what kinds of things they want to document; set up small groups to work together. Send home a simple questionnaire regarding the kids' ethnic background, to be talked about on Wednesday. Also, invite family members to the Friday afternoon performance. (See suggestions on information sheet, following schedule).

Tuesday

Morning: Discussion and exercises dealing with the passing of time, old and new, styles, and clues in the environment to suggest passage of time. Show slides to contrast old and new things, with kids voting on which is which. This is followed by a treasure hunt looking for "signs of the times"--a list should be developed of things for the kids to look for. Try to send them out in small groups with instructions for "collecting" their finds--sketching, writing descriptions, photographing, making rubbings. Then the groups will get back together to share their treasure. Perhaps they could make a group map showing where their especially great finds are located. Explore the Mosswood Home as an introduction to this exercise for signs of time (materials, details, room functions, mechanical systems, wear, smells, ghosts).

Lunch: Take the bus or BART down to the Old Oakland area, since that is where the afternoon trip will go. Be sure to have the kids do some sort of observation or evaluation of their trip on public transit. Have them plan the trip, too, if possible, and consider such things as whether there's one way to go and an alternative way to come back. Lunch could either be at a place like Rattos, or Housewives Market (both quite historic), or a picnic in a plaza downtown (with the kids observing who is using it and how, and continuing to look for signs of the times).

Afternoon: Visit to Old Oakland. See the model in the developer's office (Storek & Storek). It might be worth calling to see if someone could give the kids a short presentation on the development. Walk around and see all the things that are being restored, and peek at any construction visible. This is a great place for documentation--lots of things to photograph and probably some good details for making rubbings. Look at the great details on the old Swan's Market (alias Oakland Free Market)--cornucopias, cows, fish. After seeing this area, it might be interesting to visit the Convention Center briefly, or the one across Broadway (Trans Pacific Center) to compare it with a new place. The kids could look for what's different, what they like better, not so well, etc. If this doesn't take up most of the afternoon, a visit (led by Oakland Volunteers) could also be paid to the Preservation Park area (just south of Freeway 980), which has some amazing old houses being restored. There are still many in fascinating half-way stages, including some that have been sawn in half so you can see room interiors. The contrast between the shabby and decrepit "Befores" and the stately "Afters" is striking. Several of the ones that are now in use are non-profit institutions--maybe the kids could even see the interiors and talk to a preservation contractor or architect.

Wednesday

Morning: This is the day we will explore Oakland's ethnicity. Share and discuss the family background questionnaire taken home on Monday. Make a map or chart showing the places that these Oaklanders have come from. Try to have some background material to give the kids on the development of Oakland--which groups settled here, and a few of the details of how and why. The kids could talk about why people move to a new country or different region, how it feels to be new and/or different, which things might be different between people coming from different places (language, clothing, food, religion . . .), or what we can learn from having people of many backgrounds in our community. Some information specific to Spanish and Chinese settlement in the area should be discussed as a way to prepare for the morning's field trip to Chinatown and a Hispanic neighborhood. Based on the things talked about, the group can decide what things they particulary want to look for on their trip. This could be an opportunity to use the Food Experience food trip guide and coloring book. [See Appendix] Don't forget to document the trip!

Lunch

Afternoon: Have some resource people come from local ethnic awareness groups (or the library) and do projects with the kids (East Bay Negro Historical Society, Ebony Museum, Mandeleo, a Hispanic group, etc.) This could also include some discussion of the famous people of Oakland--Jack London, Gertrude Stein, Isadora Duncan, and so on. Perhaps there is someone from the Historical Society or the Library who could present some material in an engaging, anecdotal way.

Thursday

Morning: Visit Jack London Square and hear about maritime history from Bob Schwendinger. Take a harbor boat tour. If his presentation does not use the entire morning, the group could walk around the produce market, see the old Vulcan Foundry buildings that are being turned into trendy shops, look at the boats, etc.

Lunch: Picnic at Jack London Square or Estuary Park (ask the kids what should be here), or buy lunch.

Afternoon: Visit Peralta Adobe and/or Dunsmuir House. At lunch time talk about and decide what to look for during the trip. Another possibilty is a trip to Lowie Museum to see an anthropological exhibit and to visit the archeological dig prototype in the Department of Anthropology to learn one technique for studying the past.

Friday

Morning: Open the time capsule and review the contents. Visit with the College Avenue Players. Have them do a performance and/or get the kids to act with them. Start preparing for the afternoon performance in which kids create skits, songs, dances, poems and stories, artwork to express the history and culture of Oakland.

Lunch

Afternoon: Finish preparing for the performance and put it on! Invite parents, siblings, the kids from the Montessori school, community people; invitations should go home at the beginning of the week with the ethnicity questionnaire.

Make it festive with balloons, banners, etc. Be sure to document this with photographs or video.

Don't forget to have the kids fill out an evaluation form on the workshop and the teachers. If it seems that the kids will end up trickling away after the performance, have them do the evaluation at lunch time. Let them give group verbal feedback, too, and take notes.

2. LET'S GO BEHIND THE SCENES

This workshop is designed to look at some of the major components of the city and to learn more about how they actually work, or what really goes on. A major focus is on transportation, which is important in understanding how goods and people move into, out of, and through the city, as well as how to move around the city ourselves. Another aspect of this theme could be called "the world of work". Most kids are very interested in knowing more about what jobs exist, and what they involve. It has been noted repeatedly that in the modern city, children are seldom exposed to adults working. It is also true that for many children, the financial reality of needing a job creates an interest in work. (The Oakland Explorers Kids' Survey revealed a strong interest among Oakland youth in jobs.) This week will give access to several types of jobs in Oakland, as well as information on applying for jobs. Finally, even though manufacturing does not hold the pre-eminent place in cities that it once did, seeing how things are made, and what things are made locally, is an important way of learning about the city and introduces issues of commerce, marketing, and consumption. Seeing the manufacturing process is also a very tangible and exciting experience, unlike so many "information technology" jobs.

SCHEDULE OF ACTIVITIES

Monday

Morning: Introductory Module. Include treasure hunts for orientation. First have the kids follow one provided by the workshop leader, then if possible, have small groups develop a hunt that they trade with another group. See if they have been able to formulate clues to successfully guide the other group through.

Afternoon: Visit the Oakland A's. Before going on the trip, spend some time preparing for what will be seen and learned. Determine what questions the group wants to try to answer and what kinds of things they want to document. Set up small groups to find out particular things or to document it in different ways.

Tuesday

Morning: Visits to the Job Corps and the Court. Before leaving, the group can discuss jobs. What would their dream job be? Why do we need jobs (try to get them to think about the ideas of self-expression and fulillment as well as the money aspects). What sorts of jobs can kids do? What kinds of work have they done? What skills do they have? Also, some preparation can be done for the court visit, talking about the function of the courts, when you might need to go to court, why we have rules (laws) and anything else that seems interesting to the kids.

Lunch: Is there some place downtown that the municipal workers frequent? The kids could go along and see a "workers' lunch hour." Another possibility would be lunch at the airport cafeteria for workers.

Afternoon: Visit the airport and the airport museum. Can it be set up so that the airport visit can truly be "behind the scenes" with a visit to the tower, the back side of the baggage handling area, an explanation of the x-ray machines, the employee lounge, or other such things? Have someone explain all the different types of jobs that exist at the airport. At lunch or on the way there, talk about who uses the airport, and why.

Wednesday

Morning: Visit the AC Transit Bus Barn. Before going, talk about using the bus--who uses it and why, what's good and bad about it, especially for kids. Choose things to find out on the trip, and make plans for documentaion. While there, try to find out what sorts of jobs exist in AC Transit. Arrange to have kids try the computerized driver training module in the test bus, see the scheduling office, and see the bus painting shed.

Afternoon

If finished at AC Transit in time, the group could go to Port View Park to eat lunch (picnic or snack bar) and look at the whole port area from the observation tower. Develop and discuss observation and documentation plans.

Port Tour. This should include a harbor cruise and either a tour of the container loading facilities or a freighter. Try to find out the places of origin and destination of the ships using the port (you can tell what country many are from by looking at their names). There can be discussion of importing and exporting--how places essentially "trade" the things they have a lot of for the things they need, of the need to transport things and the development of the container system to tie rail, trucking, and shipping together efficiently. Try again to see what kinds of jobs are associated with the Port.

Thursday

All Day. Visits to manufacturers. Find some information to discuss dealing with what products Oakland manufactures. Talk about who would see these things, how well known they are, or how you find out about them. Decide on small group strategies for observation, finding out, and documentation. In the

morning there will be trips to nearby manufacturers (North Oakland) such as Dreyers, Neldams, or Hoopers. In the afternoon, there will be visits to plants in East Oakland on San Leandro Street: Fleishmann's Yeast, the paper mill/recycling plant, Bartley's Mill (Millwork), Mother's Cookies, Granny Goose . . .Get samples where possible.

Lunch: At Arrowhead Park

Friday

Morning: The group will develop a Kids'Bus Route and design a Kids' Bus. The workshop leader should discuss what is important in planning a bus route. Then make a list of places in Oakland that are great for kids and should be on the route. These can be discussed in many ways--what types of places are they, are they good for kids of all ages, are they spread out around Oakland or only in some areas, are they free or do they cost money, and so on. Work on a preliminary map of the route, including descriptions and/or drawings of the places. Then the kids should make models of a bus and decorate it to be a Kids' Bus. (If there's some great way to make them from plaster, the models could be made on an earlier day and decorated on this day.)

Lunch: Pack up a wonderful picnic basket.

Afternoon: Take the Kids' Bus Trip. If too many stops have been decided on, it might have to be a short version. Have the kids evaluate the trip as they take it, and document it!

3. BUILDING A CITY--A KIDS' PLACE

This workshop deals with the idea of a City for Kids--what would that be like? We will look at places that kids like and need, figure out what places aren't good for kids and why, and visit places that kids like and try to understand what makes them good. We will talk about what kids do and about how they move around the city. There will be visits to places that the kids identify as good, and maybe some to places that don't seem like places for kids. We will be trying to decide what goes into making a place good for kids and what kinds of places for kids Oakland needs. The group will then design those kinds of places taking specific sites such as Estuary Park, Jack London Square, or Mosswood Park.

SCHEDULE OF ACTIVITIES

Monday

No class due to Fourth of July Holiday.

Tuesday

Morning: **Introductory Module.** For observation, focus on shapes, patterns, colors in the designed parts of the environment. Use slides as a springboard.

Afternoon: Discuss Oakland Explorers Survey results. Come up with a list of places that the group thinks are great places for kids in Oakland, and vote for and visit one of them. If there are dissenting opinions, have the kids present reasons why their choice is a great choice, and keep track of the reasons as a start on determining criteria for good kids' places. There can be criteria provided for the day's choice, which must be met--such as cost, or amount of time available, etc. Before taking the trip, decide what questions to try and answer about this

place, who will document which aspects of the trip, how to get there, etc. Visit a site for making a kids' place and record information about the place in photographs, sketches, video, tape recording, olfactory jars, etc. (Laney College Sculpture Garden, Estuary Park, Jack London Square area, etc.) Use this information in the Friday design project.

Wednesday

Morning: Downtown Oakland. Talk about what downtown is for, what sorts of things go on there, and what sorts of people go there. See if the kids have identifed any places that are either good or bad for kids in the downtown area and talk about why. Plan a trip on public transit to go downtown and visit a variety of places where the group will pay attention to what is physically in the place, how they feel, if there is anything that appeals to them, if they feel welcome, etc. Visit Kaiser rooftop garden, several of the plazas, and try going inside some municipal buildings, perhaps the convention center, the lobby of the Hyatt, etc.

Lunch

Afternoon: Chinatown and Jack London Waterfront. See how these places compare with the downtown area. Are they interesting? What can you do? What can't you do? Try setting up a treasure hunt list of things to look for that are signs of a good place. Come back to the Junior Center by a different means of transportation.

Thursday

Morning: Arrange a visit to a construction site such as Preservation Park or a place where they have excavated to build something entirely new.

Afternoon: Either take trips to more of the places that the kids identified as good kid places, or perhaps try a tour of some outdoor places--Lake Merritt, the Adventure Playground in Berkeley where they could build things, North Waterfront Park because it's so unfinished and open and has a great sense of possibilities (also good to bring kites to) or up to Tilden or Redwood Park where they can go for a hike and explore.

Friday

Morning: Develop guidelines for a Kid City or a Kids' Place in the City. What things are important to include? If it's a place in the city, where should it be located? Who can use it? Design a kids' place using three-dimensional materials (cardboard, clay, branches, wood scraps, styrofoam) based on the earlier site visit. What would make it better for kids?

Afternoon: Invite outsiders to come and review the projects at the end of the day (architect, planner, press).

4. DREAMS COME TRUE

The topic of this workshop is the arts and media in Oakland. The kids will visit and be visited by representatives of the visual and performing arts, and have a chance to see how television, radio and print media work. Best of all, the kids will be able to experience all these things themselves--it could easily be a chance to live out some of their dreams, or become inspired to develop a talent. Trips will be taken to real working artists' studios, to see public art--murals, sculpture etc., and to Channel 2's studios at the Jack London Waterfront. Music, dance and acting groups will work with the kids to let their imaginations run free and develop their expressive abilities. This workshop will provide an opportunity for kids to experience their artistic, expressive selves, which in these days of diminished school resources, is something not often possible.

Monday

Morning: **Introductory Module.** After doing the outdoor observation exercises, have the kids share what they experienced in more artistic ways--dancing, writing poems, drawing--as well as talking about the experience.

Afternoon: Trip to visit public art. Talk about the difference between public art and the art that is in galleries or museums, how public art is often used to make a statement, often political. Set up teams to bring back what they find to communicate to others. Go to see murals--the undersea mural at Claremont Avenue and Highway 24 is nice, the space mural in the parking lot at Rockridge might appeal, the "health" mural on the old co-op building on Telegraph, the 3-D mural on La Pena, and many more. Other possibilities are a visit to the Estuary Sculpture Garden, and/or to downtown Oakland to see what types of public art

the City and the big companies have chosen to sponsor. For temporary art, is the kid-painted construction fence still up at Old Oakland? or the professionally painted fence at Jack London Square?

Tuesday

Morning: Trips to artists' studios. Trips are planned to CCAC, and to a painting studio. Can the kids go to one of the buildings where several different studios are located? There are some in Emeryville. There are also several very interesting glass blowing and pottery studios in Oakland. How about textiles? If visits can be planned with artists who are really interested in giving the kids an exposure to what they do, it would be exciting if they would be willing to let the kids do some sort of small projects in their studios. If that seemed possible, then the visits could probably be spread out over the whole day, with a lunch break. If that isn't really possible, then an art project should be planned for the afternoon when the kids return to the Junior Center. Before going on the trip, the group should plan what things they would like to learn from the artists, develop some questions, and determine which people will collect which information.

Afternoon: If the kids will be spending a fairly short time in the studios, a substantial art project should be planned for the afternoon. Perhaps the group could paint a mural on a wall at the Junior Center, or create mosaic panels for a kiosk, or do some sort of junk sculpture (the materials must be gathered in advance).

Wednesday

Morning: A trip is planned to a theater and to work with the College Avenue Players. Could the kids go to the Paramount Theatre to see a really ornate theatre

or to the Oakland Ensemble Theatre? Or perhaps to Zellerbach Auditorium to see a modern theater. The College Avenue Players at the Julia Morgan theatre are a real contrast. At one or more places, it would be good if they could see how the actual elements of the theatre work--the lights, scenery, a costume wardrobe, trap doors, the curtain, and so on. It would be exciting if they could experience being on stage, maybe even with the lights up and the house dark, to see what it is like for performers. The usual pre-trip planning must occur before heading out.

Afternoon: Have the Blues in the Schools teacher come to spend a little time working with the kids. Are there blues to be written about being a kid in Oakland? Then have the dance group Mandeleo come and stir things up again. This would all be good material to document.

Thursday

Morning: Visits to media. The group can discuss why it is important to communicate, and what the various ways to do so are. Then a trip is planned to a kid-run radio station, and to the studios of Channel 2 at Jack London Waterfront. At either one of these, can the Explorers actually get "on the air"? Or at least see what a practice run would be like? Channel 2 has something called KTVU Kidstown, that does news reports with kid reporters. Maybe the Explorers could be interviewed? They could report on Oakland as a kids' city.

Lunch: It might be fun to eat at the station if there is a cafeteria.

Afternoon: Visit a newspaper--the Tribune or Montclarion are probably the most traditional"real" newspapers, but there is also the Classified Flea Market, the

Parents Press, The Express, Children's Advocate, and some neighborhood papers all in this area. It might be fun to find out what sorts of jobs there are at newspapers, the process of getting news or a feature story, writing it up, and getting it into print, or what the photographers do. What is the role of computers in the newspaper business? What about desktop publishing for small groups who want a newsletter?

Friday

Morning: Brainstorm what sorts of things can be done to create a celebration and performance of Kids and Art in the City. Continue work with College Avenue Players. Make costumes, sets, plan and prepare songs, skits, music, dances, and scenery. Maybe some of the kids could put together a newsletter to desktop publish or even just xerox, dealing with the experiences of the week.

Lunch

Afternoon: Put on the performance and invite parents, siblings, neighbors. An acting, music, or dance group could come and be part of the performance, or it could just be the kids.

4. URBAN WILDERNESS

This workshop will focus on nature in the City--plants, animals, geology, and water systems. There are numerous field trips, both to places that seem "natural" and to some that will be surprising. Through trips, projects and exposure to people who work with the elements of nature, the group will have a chance to learn about "urban wildlife" --the animals and insects that are all around us, the "hidden creeks" of Oakland, the way our East Bay watershed operates (especially interesting in this year of water conservation), and the animals that we can learn about at the zoo and in our neighborhoods. It is often a concern of city-dwellers that children are not exposed to the natural world. This workshop addresses that concern, and will show the kids how to find nature all around them--not just by taking a trip to the country.

SCHEDULE OF ACTIVITIES

Monday

Morning: **Introductory Module.** For part of the observation experience, try including the "Micro-Hike" exercise.

Afternoon: Junior League Earthquake Lab and trip to Roundtop. Before leaving, spend a little time preparing for the trip--choose teams to bring back information in different ways, devise a treasure hunt list, and make up some questions you want to answer. Look at fault lines.

Tuesday

Morning: "Follow the stream" treasure hunt. This will follow Glen Echo Creek, starting at the Mountain View cemetery. Some things can be done at the

cemetery before starting out--rubbings can be made, the kids can look at dates, family names, the different syles of markers and crypts. There are also slides of the Cemetery that the Junior Center has (see Lydia Matthews' paper); the kids could look at these first. The treasure hunt could be done in teams, either with the same list of things to find, or with different ones. This might be a good thing to use the "sensory reporting" teams for, so when the group finishes they could put together a mural dealing with the look, smell, feel, and sound of the trip, as well as what was found along the way.

Lunch

Picnic at Lake Merritt, or buy lunch

Afternoon: After lunch, the kids could continue to follow the creek out to the channel. This may be the location of the the Urban Wildlife walk, so it shouldn't be repeated, or perhaps visit the water treatment plant. Some review of the treasure hunt should be done at lunch time--let the teams report to each other, or ask/answer some of the simple questions: What was most surprising, the neatest thing, the most yucky, etc. After returning to the Junior Center in the afternoon, a mural could be made with drawings and words describing the walk. If pictures were taken, they could be added.

Wednesday

All Day: This is an all day visit to the East Bay Watershed with EBMUD; bring a picnic. Again, plan for documentation, develop some ideas for what to find out, and plan some exercises in case there is a need for focus or renewing interest.

Thursday

Morning: Urban Wildlife walk in Estuary Park for signs of life.

Afternoon: If there is time left, visit the Botanical Gardens, or maybe talk with the Animal Control department--they probably have some interesting stories about raccoons and other creatures--or perhaps visit the stables of the police mounted patrol, or a kennel.

Friday

Morning: Visit the zoo--they will put on a special tour for the group.

Afternoon: Either find a location for the kids to paint a "Nature in the City" mural, or perhaps have someone come who could explain Native American and other mythology dealing with nature/animals, symbols and meanings. Then have them do artwork, or masks and costumes and put on an exhibit or performance at the end of the day.

Note: This could actually be a whole day project, with resource people in the morning, making of props, and then planning and putting on a show in the afternoon. If that seemed better, the zoo trip would need to move to another day.

6. BUILDING A CITY II

This workshop will introduce kids to the environmental design professions, and to an understanding of what goes into the planning and design of cities. The kids will look at the environment in a variety of ways, design things, talk about the parts of a city and what is important to kids, visit professional offices and the College of Environmental Design at U.C. Berkeley. During this workshop the kids will find out more about their city, and learn how to begin to be planners.

SCHEDULE OF ACTIVITIES

Monday

Morning: **Introductory module.** Perhaps instead of, or in addition to the outside sensory awareness exercises, the group could swarm over the Mosswood Home and try experiencing it via their different senses.

Lunch

Afternoon: Do some exercises based on shape, pattern, color (see Lydia Matthews paper) What makes places great and not so great? Make a list. Then take a neighborhood walk or city tour and look for those things in the environment. This would also be a good time to make some rubbings of things with interesting texture or shape. After returning to the Junior Center, the kids could design a building, and either make a 3-D cardboard model, or perhaps pottery buildings (could simple pottery shapes be pre-made, or made this morning and painted in the afternoon?).

Tuesday

Morning: Discussion of, and trips to, different neighborhoods. What is a neighborhood? What's in a neighborhood? Try to bring in some of Todd Bressi's work with the kids in school, dealing with maps, landmarks, paths, and boundaries from the beginning. Make up a treasure hunt list of things to look for, and go to take alook at a fairly definite neighborhood like Chinatown. Make and use maps. Talk about "scale"; each kid could pick an urban element, then make a group poster with all elements depicted at the same scale: the Tribune Tower, a tree, Mosswood Home, a dog, . . .

Afternoon: If the morning has gone well, they could try to determine what neighborhood Mosswood is in, to decide where the boundaries are, if there are landmarks (starting out at one should help), and what different types of paths exist (car, pedestrian, garbage collection). Otherwise, perhaps some people from the Telegraph Avenue Neighborhood Association could come and talk about why neighborhoods are important to people, what types of things neighborood groups try to do, etc. See the film on Oakland at Bramalea Pacific. Survey a place that they will later design (Friday); make photographs, sketches, notes, and videos.

Wednesday

Morning: The group will visit a professional planning and design office. They should plan what sorts of things they want to find out before leaving. Possible offices are Moore, Iacofano, Goltsman in Berkeley, perhaps Ratcliff Associates, or Storek and Storek (in connection with a visit to Old Oakland).

Lunch: Somewhere on the U.C. Berkeley campus.

Afternoon: Visit to the College of Environmental Design. The group will see the Simulation Lab, how the models and cameras are used to create films that let people get an idea of how different environmental changes would seem. See the wind tunnel and daylighting lab where architectural models are tested in different ways. Maybe the group should walk around Wurster Hall and get a sense of the building, and then visit a contrasting building like Hearst Mining. Following this they should talk about the differences and what they liked or didn't like. A trip to the top of the Campanile is planned before returning to the Junior Center. Other possibilities are the Art Museum Sculpture Garden and the Lowie Museum.

Thursday

Morning: Visit the Waterfront to see what sorts of designed things are there. Perhaps the group could see the plans and/or any models of the current renovation of the waterfront area. See someone at the Port Authority and hear about what it is they are trying to do. Take a boat tour of the Harbor. Go look out upper floors of tall buildings like Clorox, Tribune, or Kaiser and try to find familiar places.

Lunch: Port View Park--Have a picnic or there is a snack bar; you can see the port, the Bay Bridge, and San Francisco, and Alameda Naval Air base from the observation tower.

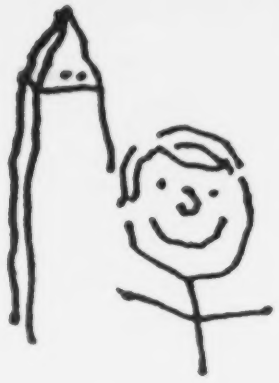
Afternoon: See the film at Bramalea Pacific and visit Old Oakland. Go back to the Junior Center and design a tour of kids' places in Oakland. Make a map.

Friday

Morning: Design a place--maybe redesign Mosswood Park? Or a park on the waterfront? Have the kids develop a program for the place they visited earlier in the week. Discuss the issues and come up with a basic plan.

Afternoon: Create models of the place that the group designed. Show the kids how to make trees, buildings, etc. This could be presented to the media, planning department, council persons, etc.

KIDS' WORKSHOP EVALUATION



I am a [ ] boy [ ] girl, age_____

What was the most fun thing in this workshop?

Was there anything boring, or yucky, or dumb?

If you were in charge of this workshop, what would you do differently?

What did you find out that is important for other kids to know?

What did you find out or learn that will make Oakland better for you?

Tell what you liked and didn't like about taking trips by bus, BART train, and car.

If you were going to give this workshop another name, what would you call it?

TEACHERS' WORKSHOP EVALUATION

What was the best aspect of your workshop?

The worst?

Did you find the teachers' guide helpful? For each part please indicate:

	very helpful	fairly helpful	not helpful
Introduction and Goals	[ ]	[ ]	[ ]
Workshop Description	[ ]	[ ]	[ ]
Calendar	[ ]	[ ]	[ ]
Daily Schedule	[ ]	[ ]	[ ]
Introductory Module	[ ]	[ ]	[ ]
Plug-in projects and tools	[ ]	[ ]	[ ]
Space to add notes and ideas	[ ]	[ ]	[ ]

How could the teachers' guide be changed to make it more useful?

Please comment on the things that worked particularly well.

If you had been granted three wishes to make your workshop better, what would you have wished for?

Other comments:

APPENDIX: THE FOOD EXPERIENCE

A food discovery workbook for Oakland's Chinatown designed by Su Sin Tang.

The Food Experience

WHAT YOU NEED ON THE TRAIL:

Before you start, make sure you bring along with you the following items:

1. Something to write and draw with. (pencil, color pencils, crayons, magic markers,)
2. 4-6 small zip-lock bags for keeping things found along the way.
3. Sticky tape to paste items in the pages of this workbook.
4. 2 quarters for a small purchase for a part of the workbook.

Most of all, be ready to look at, listen to, feel, smell and taste items along the way.

HAVE FUN!!

BEST COPY AVAILABLE

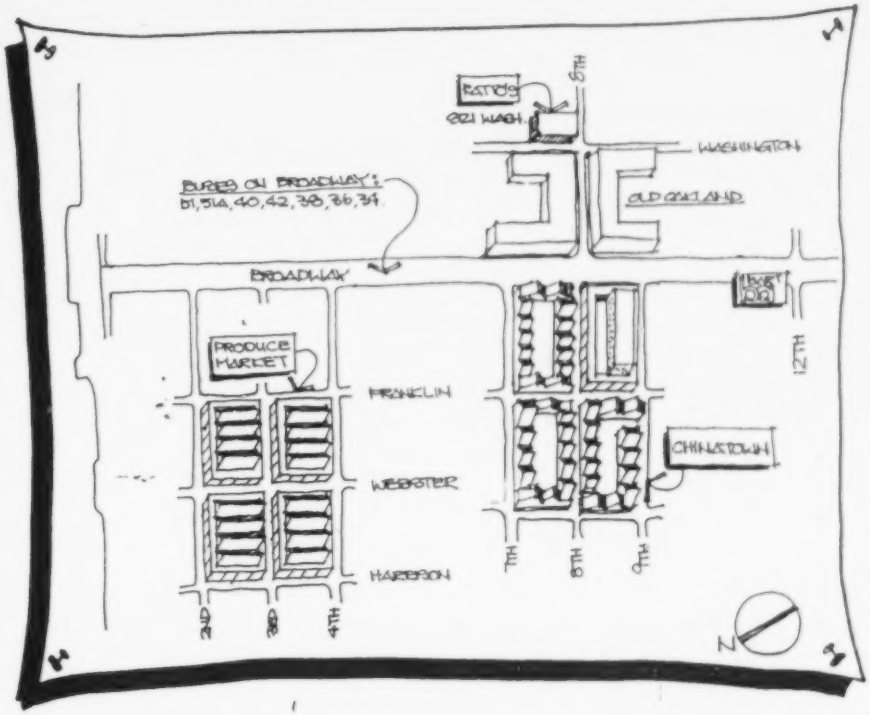
Where do fruits and vegetables come from besides America? Look at the boxes and record the names. Draw symbols for the produce on the map where the countries are located. Fill in the chart below, too!

Produce	Country

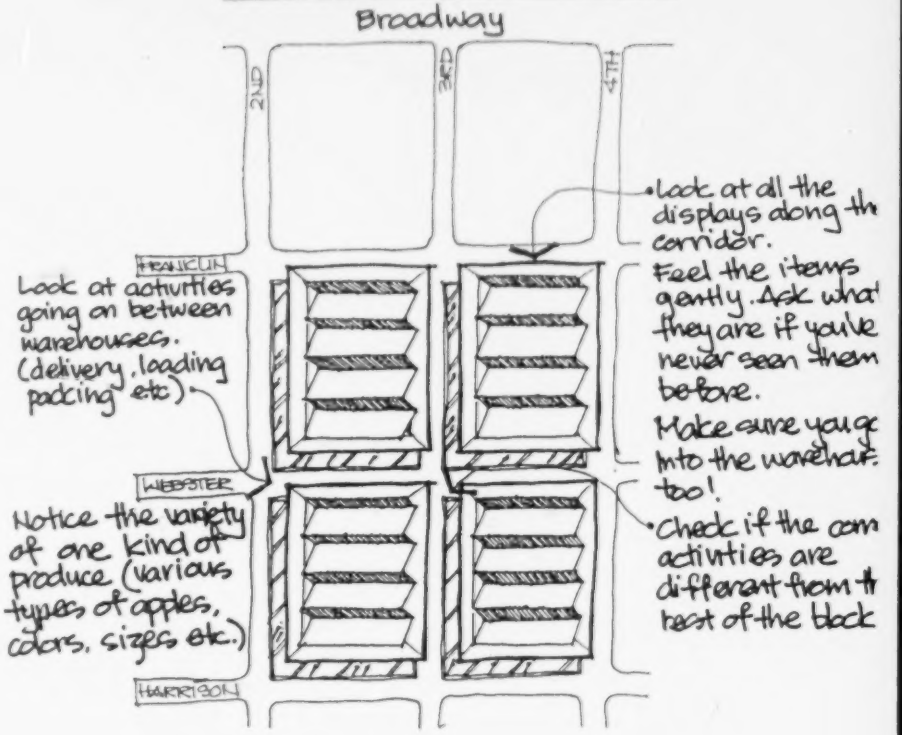
BEST COPY AVAILABLE

THE FOOD TRAIL:

PRODUCE MARKET, CHINATOWN, RATTO'S



PRODUCE MARKET:


Broadway
2ND
3RD
4TH
FRANKLIN
WEBSTER
HARRISON
Look at all the displays along the corridor.
Feel the items gently. Ask what they are if you've never seen them before.
Make sure you go into the warehouse too!
Check if the commercial activities are different from the rest of the block
Look at activities going on between warehouses. (delivery, loading packing etc)
Notice the variety of one kind of produce (various types of apples, colors, sizes etc.)

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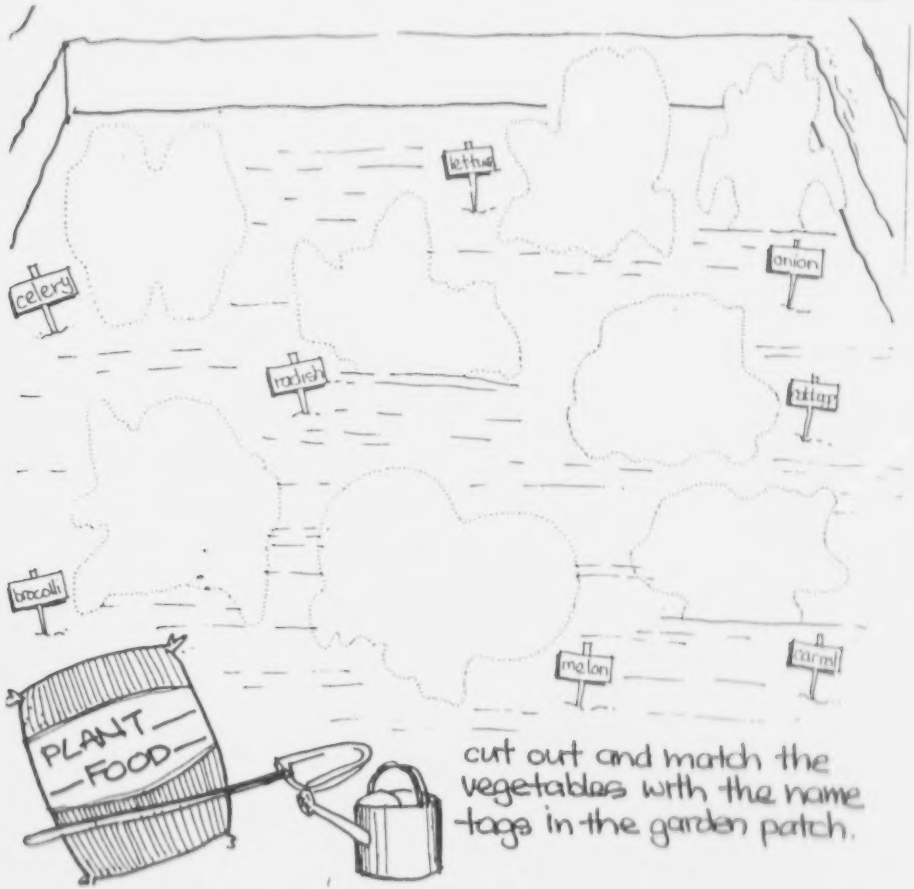

cut out and match the vegetables with the name tags in the garden patch.

Look at all the fruits around you
Fill the basket with them.

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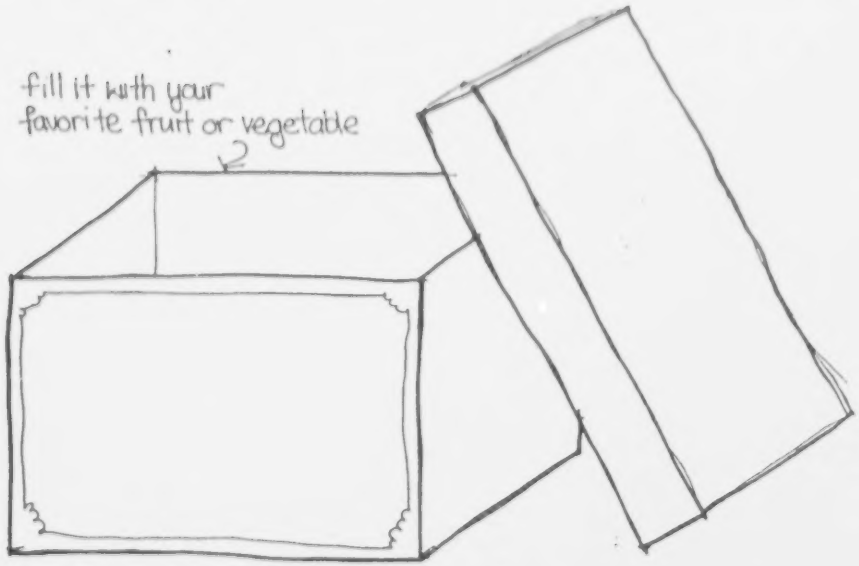
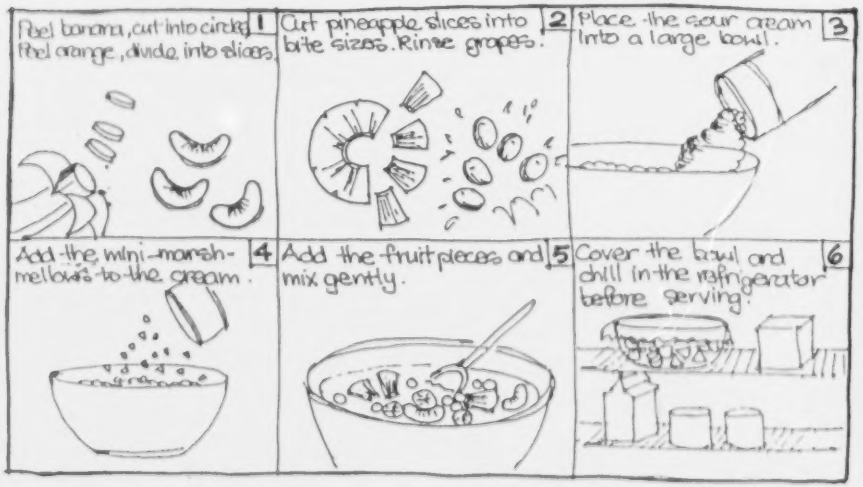


You are asked by the stores to design a box for his fruits and vegetables. What will look like?

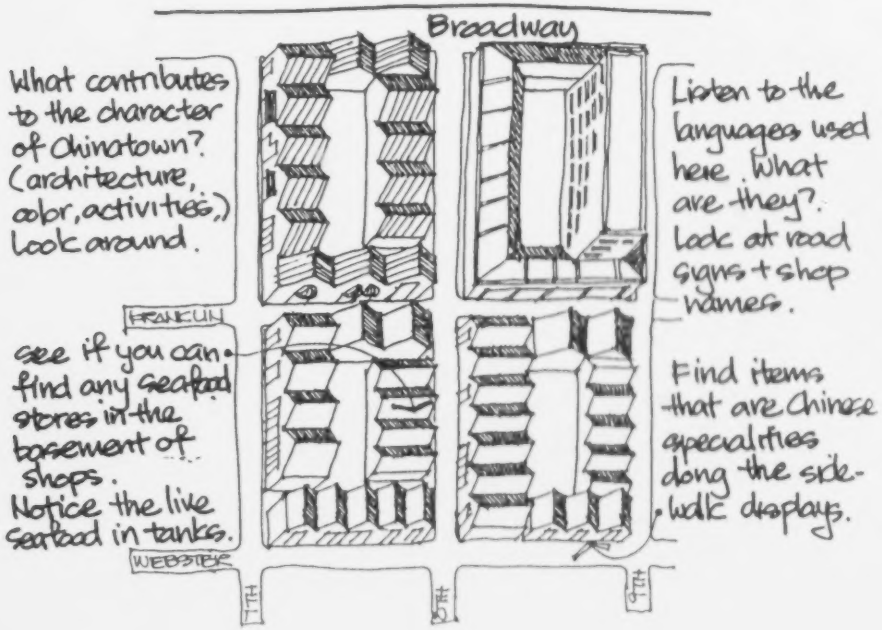
Recipe: Tutti-Feuitti Fruit Salad

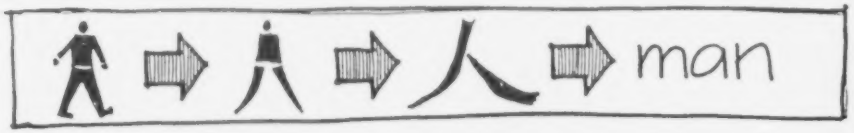
ingredients: 2 pineapple slices/rings
(you can substitute fruits with ones you like more)
1 orange
handful of grapes
1 medium banana
1 cup mini-marshmellow
1 cup sour cream

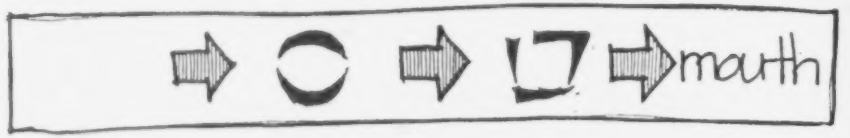
utensils: large mixing bowl + mixing spoon.


Peel banana, cut into circles 1
Peel orange, divide into slices.
Cut pineapple slices into bite sizes. Rinse grapes. 2
Place the sour cream into a large bowl. 3
Add the mini-marsh-mellows to the cream. 4
Add the fruit pieces and mix gently. 5
Cover the bowl and chill in the refrigerator before serving. 6

CHINATOWN:


Broadway
What contributes to the character of Chinatown? (architecture, color, activities,) Look around.
FRANKLIN
See if you can find any seafood stores in the basement of shops. Notice the live seafood in tanks.
WEBSTER
11TH
10TH
9TH
Listen to the languages used here. What are they? Look at road signs + shop names.
Find items that are Chinese specialties along the side-walk displays.





How do Chinese words get the way they are?
Fill in the spaces above.
Do the people in China-town use different languages? Listen carefully. Ask what they are and record them down.

languages heard:
1
2
3

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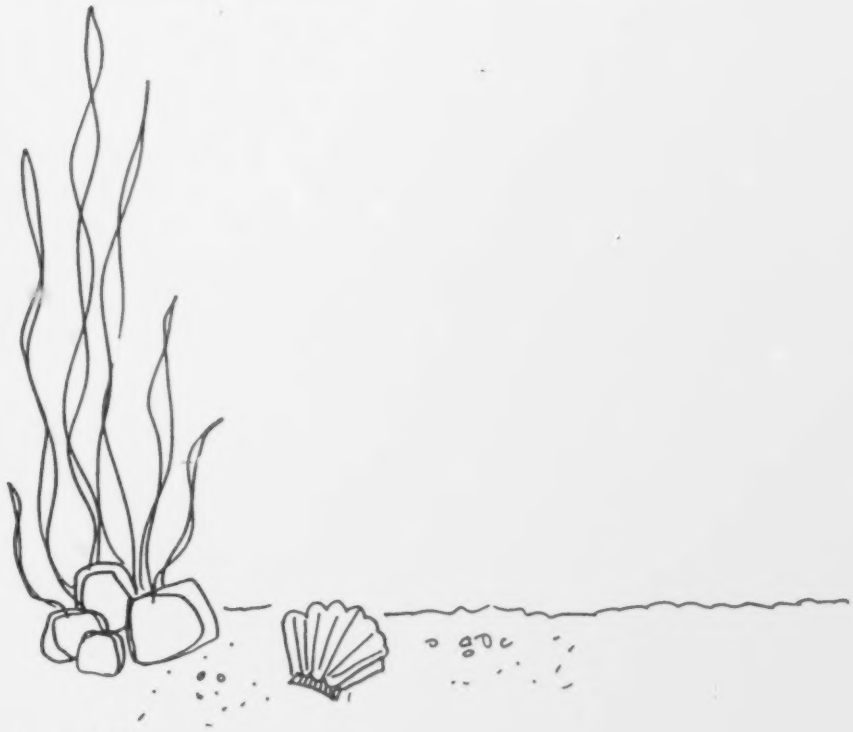
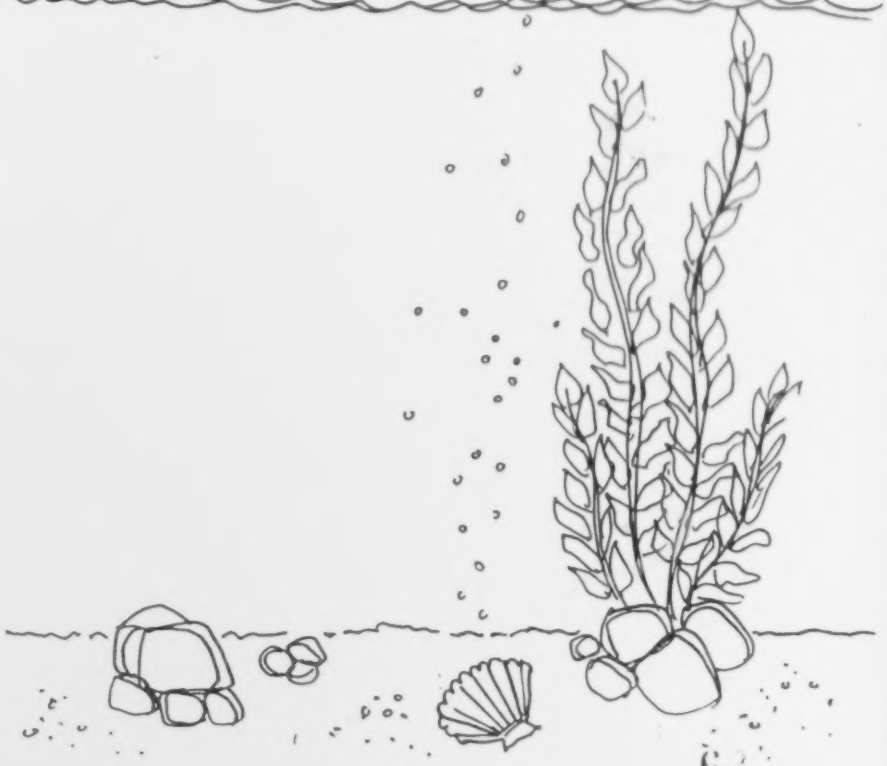
Look at the seafood stores in Chinatown. What sea creatures do you see in the fishtanks? Collect them in your own fishtank. Label and color your collection.





25¢ + 25¢ With 50¢, buy something to eat. (cake, sweets, fruit etc.). Describe how it looked, tasted, felt. Draw the food or paste on the wrapper.

Observe and you will notice many kinds of eggs in different sizes and colors. The bird needs help in telling them apart.
Help him by labelling and coloring the eggs!

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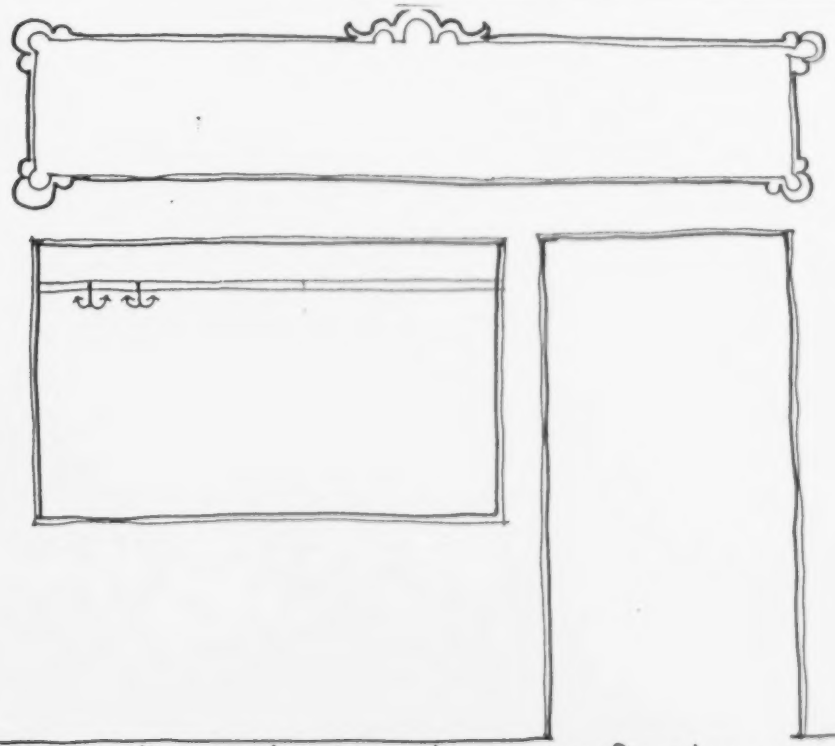
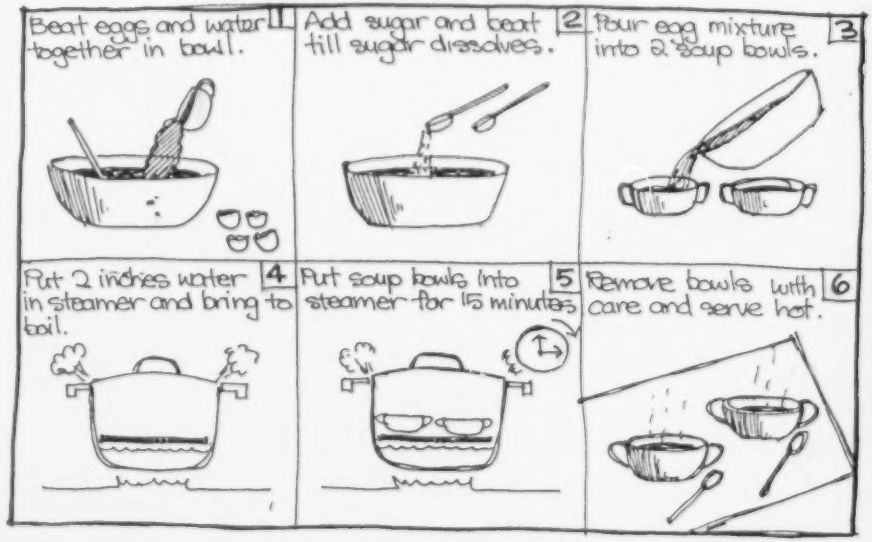


Which is the most interesting storefront in Chinatown? Draw the name of the shop and the display at the front of the window and door.

Chinese Recipe: Steamed Egg Pudding

ingredients: 2 eggs
1 cup boiled water
2 teaspoons sugar

utensils: 2 soup bowls
steamer
mixing bowl


1 Beat eggs and water together in bowl.
2 Add sugar and beat till sugar dissolves.
3 Pour egg mixture into 2 soup bowls.
4 Put 2 inches water in steamer and bring to boil.
5 Put soup bowls into steamer for 15 minutes
6 Remove bowls with care and serve hot.

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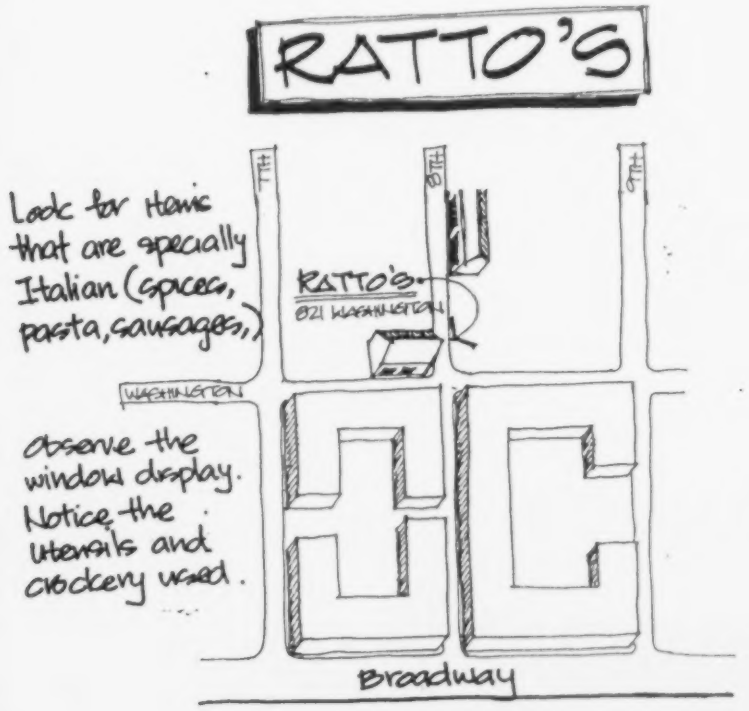

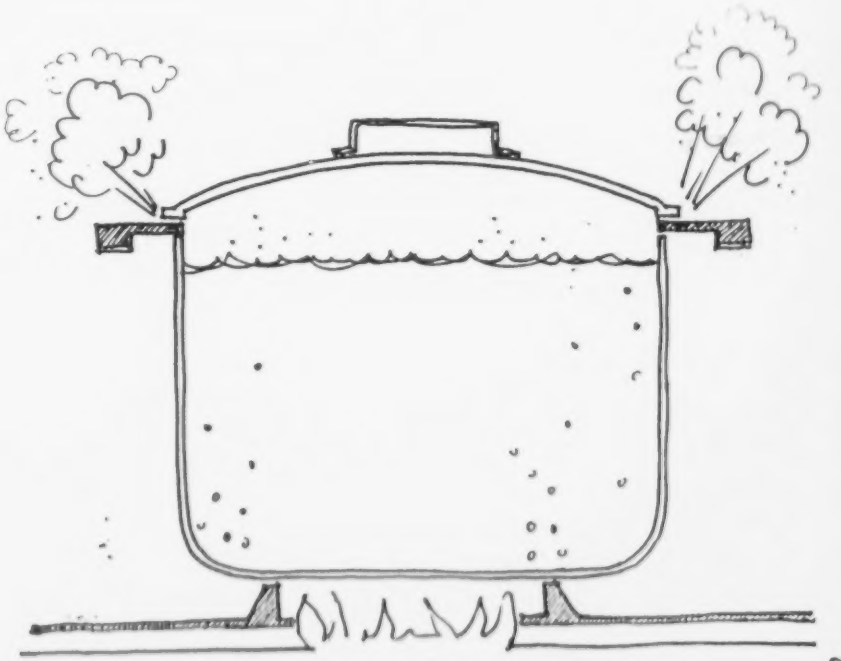

You are cooking pasta + would like one of each kind you see at Ratto's. Draw them in the pot. Make sure you color + label them.

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Look around and find 3 things at Ratto's that you can't find at China-town. Paste or draw them in the boxes. Fill in their names and color.

1. _____

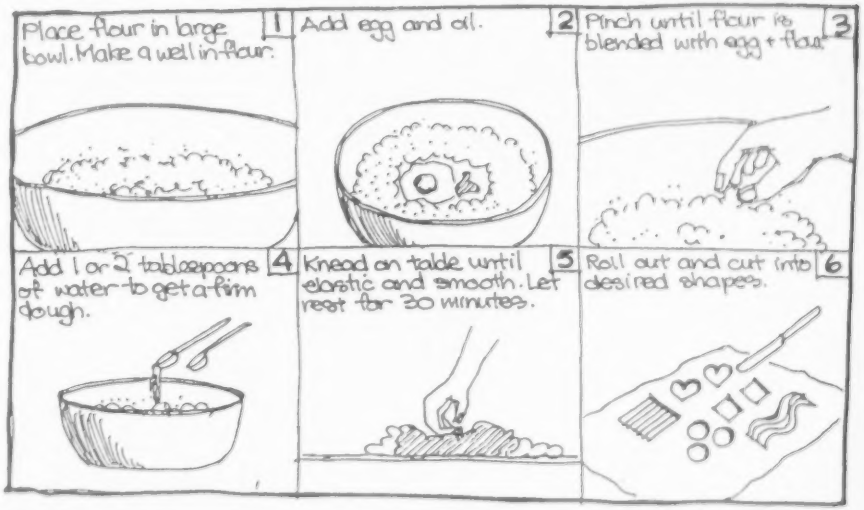
2. _____

3. _____

Recipe: Homemade Pasta

ingredients: 1 cup flour
1 egg
1 tablespoon olive oil
water

utensils: large bowl
table for kneading
butter knife or cookie cutters


Place flour in large bowl. Make a well in flour. 1
Add egg and oil. 2
Pinch until flour is blended with egg + flour 3
Add 1 or 2 tablespoons of water to get a firm dough. 4
Knead on table until elastic and smooth. Let rest for 30 minutes. 5
Roll out and cut into desired shapes. 6

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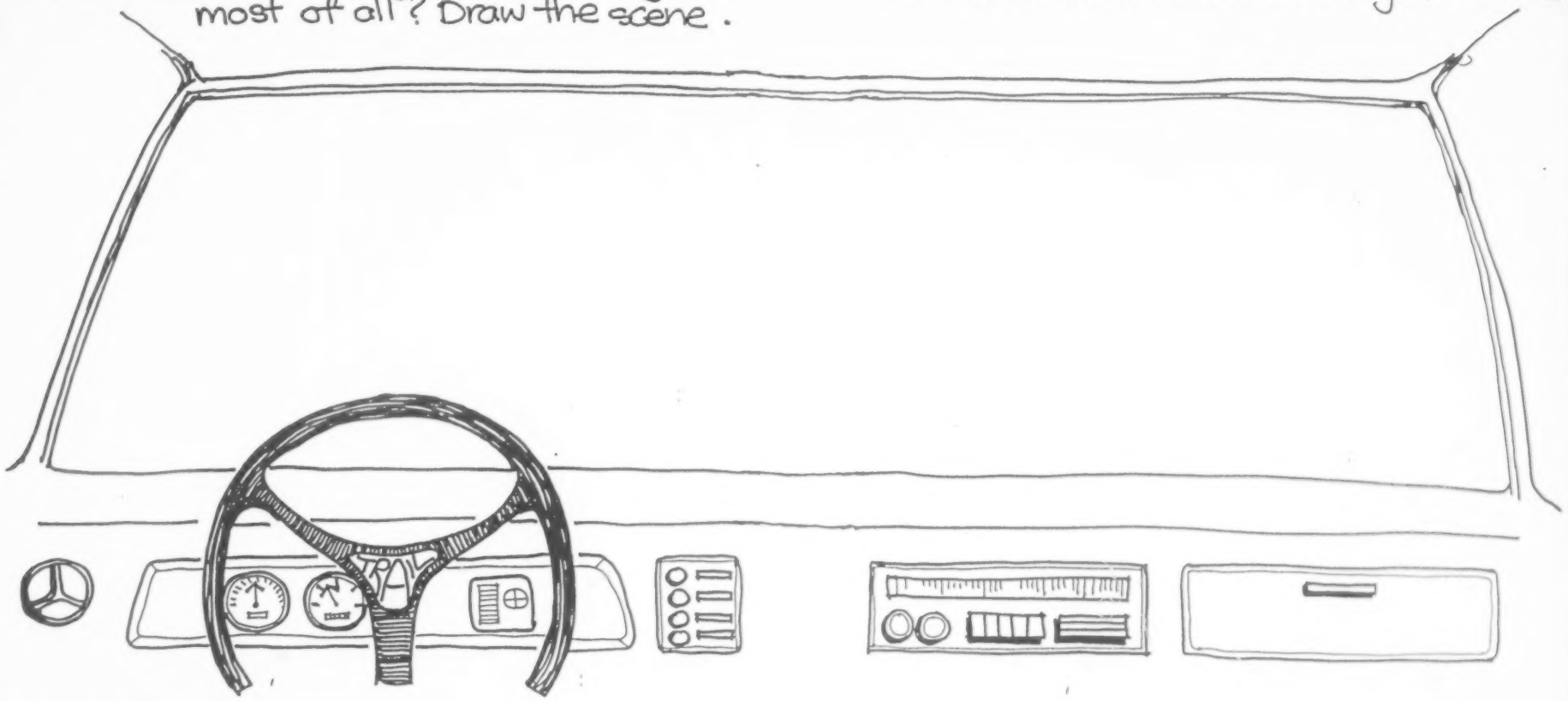
name:	name:
name:	name:

TRAP THE SMELL!!

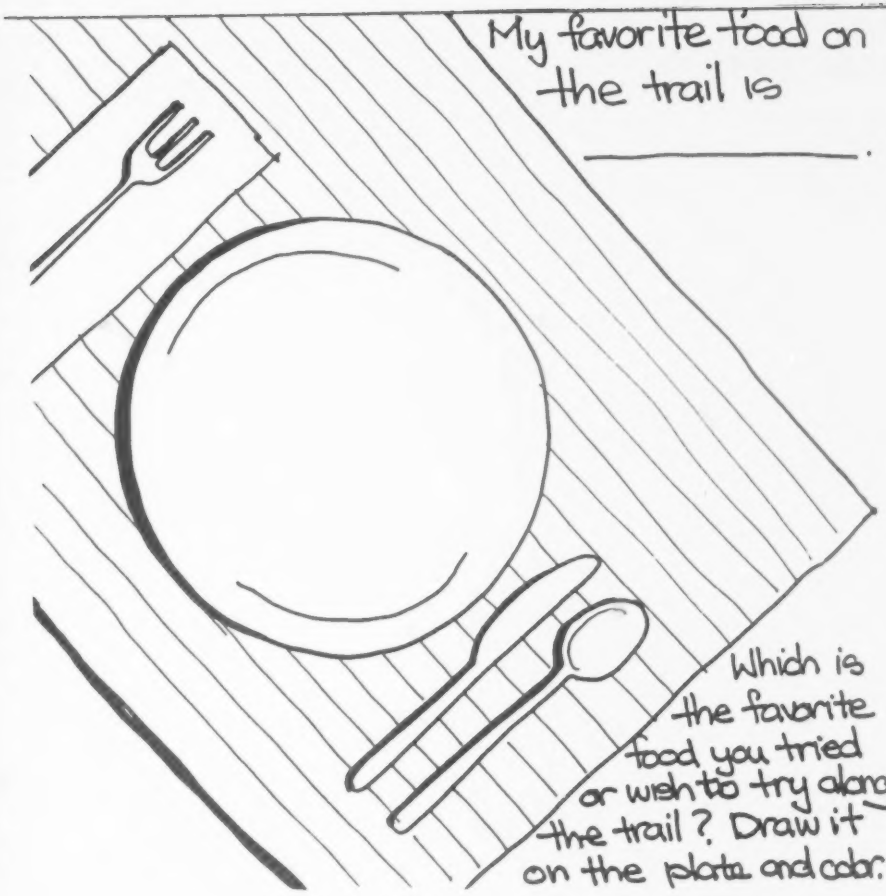
Look for the spice section and ask permission from the shopkeeper to have a pinch of 4 types of spices. Keep them in plastic bags and paste them in the boxes. The smell will last for a long, long time!! Make sure you ask about the names of the spices.

After having been through the trail, you are asked to arrange a shelf display with things you have seen. What would you display? Complete the picture by adding items and labels.

Make believe that you are driving on the food trail. What would you notice most of all? Draw the scene.



My favorite food on the trail is _____.

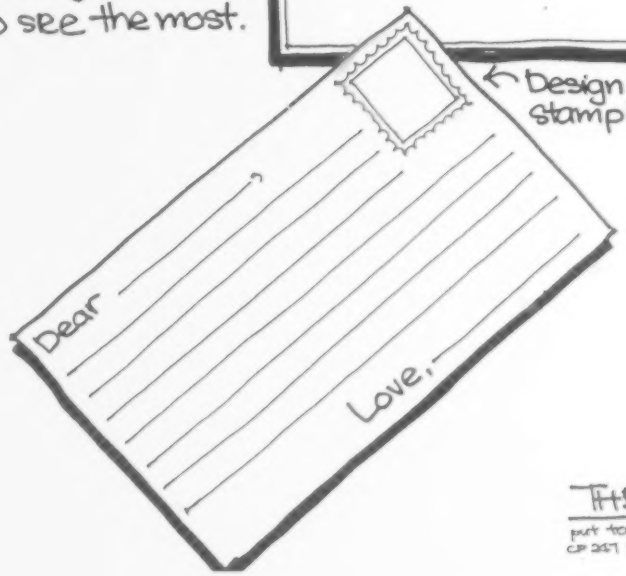


Which is the favorite food you tried or wish to try along the trail? Draw it on the plate and color.

Write a postcard to your bestfriend about your whole trail. On the front of the card, draw what you want your friend to see the most.

The Food Experience!

← Design the stamp!



THE END!

put together by [illegible]
[illegible]

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Institute of Urban and Regional Development
316 Wurster Hall
University of California
Berkeley, California 94720
(415) 642-4874
(415) 643-9576 FAX

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